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Parents' support on learners' attitudes towards second language learning: the case of English for grade 6 pupils in Zanzibar

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Abstract

The objective of the paper is to explore how parents' support affects pupils' attitudes towards English. The study employed a cross-sectional design coupled with qualitative and quantitative approaches. Data from pupils were analysed using SPSS, version 26 to develop correlations of the pupils' attitudes and expectations against socio-demographic factors. Data from parents were analysed qualitatively. The analysis revealed that a majority of parents support their children in learning English in Zanzibar. Further, there is a positive significant relationship between parents' support and students' attitude ($P < 0.001$), attitude and area of residence ($P < 0.001$), attitude and parents' support ($P > 0.05$). The study concludes that English is the language that is wanted by the community in Zanzibar with a lot of expectations held towards English on the Islands. Therefore, teaching English should be done effectively and appropriately.

Keywords: Parents' support, Attitude towards English

INTRODUCTION

In the endeavors to strengthen the speaking of English language, among others in Zanzibar education, the Revolutionary Government of Zanzibar introduced a new Education Policy in 2006. Among the major changes in the policy is the change of the language of instruction from Kiswahili to English in teaching and learning of Mathematics and Science at the last two years of primary education. The Government justified its decision but the community's feelings towards English and its practices in the teaching and learning of the language were not empirically stated. This article, therefore, analyzed the parents' support towards English in Zanzibar public primary schools.

Teaching and learning of English in Tanzania has for long been a topic of recursive discussion and deliberation among researchers, teachers, politicians, and policymakers. However, while the voice of

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researchers and policy makers is often heard, there is a clear lack of voice of parents about their attitudes and support towards English in the country. The policy documentation on the need for English in Tanzania has made English the second official language and a medium of instruction (MOI) in secondary schools and now as MOI for Science, ICT, Mathematics, and Geography in primary schools in Zanzibar (Swila, 2009 & MoEVTZ, 2006) Page number. The following key statements from the language policy for primary schools in Zanzibar necessitate research in the areas of pupil attitudes towards English in Zanzibar public primary schools and what parents do to support their children's learning of the language:

English is required for science and technology (MoEVT, 1995).

Teaching English should be strengthened at all levels. Kiswahili should be the medium of instruction (MoEVT, 2014).

Kiswahili shall continue as the medium of instruction in public pre-primary and primary schools except for mathematics and science subjects beginning primary five where English shall be used (MoEVTZ, 2006).

These statements indicate that there is a great demand for using English in the country but it is the policy makers who often say the demand. The fact is that learners and teachers do not understand the language as reflected in the competencies of the subjects taught in English. There is enough evidence to substantiate this that comes from (Maalim, 2015; Rubagumnya, Sane, & Ndabakurane, 2021). Poor proficiency of English language prevails while pupils' and parents' voice about the language is not heard. It could be that the government operates a policy that its people are unsatisfied, thus endeavours to learn the language are belittled or the problem lies somewhere else which other research may explore. The government of Zanzibar claims that, the use of English as MOI in primary schools is important to enable them to learn English and through English at secondary school (Zanzibar Syllabus, 2009). Putting it in other words, the Government finds it useful to learn English through subjects in primary school.

English is embraced in Zanzibar while the evidence available shows that proficiency among teachers and students leaves a lot to be desired (Ali, 2020; Maalim 2015; & MoEVTZ, 2006). MoEVTZ (2006) openly declares that in Zanzibar "there is a perceptible weakness in language proficiency of teachers and students in English." Hitherto, there is no satisfactory empirical information to explain whether the limited proficiency observed in speaking English and its cognitive consequences are propagated by the attitudes towards English in the country. Neither has there been extensive research that delved on parents' support towards English in Tanzania generally nor Zanzibar in particular.

The analysis of the literature points to a fortiori that those who often speak out about the challenges and opportunities of using English are often the elites while parents and learners are not heard or are not let to speak for themselves. Consequently, those researchers and policy makers may falsely account for the reasons for the limited proficiency in English language. Language attitude is often cited elsewhere to be a limiting factor towards language acquisition (Gardner, 1985; Baker, 1992). For instance, Gardner (1985) states that learner's attitude towards learning another language plays a key role in enhancing and motivating them to learn that language. Kara (2009) reinforces the observation with an argument that learner's attitude towards learning influences their behaviour and performance. The support of parents on the pupils' learning of English is of importance since support determines the fate of pupils in learning the language. These assertions make it important to research and understand parents' support towards English in Zanzibar and how it affects pupils' attitudes.

The term attitude is generally a hypothetical psychological construct, which defines or promotes certain behavior and explains their directions and persistence. It is a convenient and efficient way of explaining patterns in behavior. It often summarizes, explains and predicts behavior (Baker, 1992). The research available shows that learners with positive beliefs about a language tend to develop a positive attitude towards learning the language whereas negative beliefs would lead to class anxiety, low cognitive achievement, and negative attitude (Victori & Lockhart, 1995). Also, parents' support for their children's learning of the language needs not be underestimated. What looks astray of this fortiori is that the language policy in Zanzibar did not show whether its origin draws from the Zanzibarian community attitudes and expectations. A lot of research available shows that many language policies are developed without consulting the communities (Rubagumya, 1990 & Qorro, 2006). This point to a need for research to know what the nationals think about these language policies. It was, therefore, the responsibility of researchers to dig up through research to know about parents' support towards English in Zanzibar public primary schools.

THEORETICAL FRAMEWORK OF THE STUDY

This study was guided by the Theory of National Language Policy developed by Bernard Spolsky (2014) Page number. The theory gives an account of the regular choices made by individual speakers based on the patterns established in the speech community or communities of which they are members.

The theory states several assumptions that are relevant to the study at hand. The first assumption is that language policy is a social phenomenon that is dependent on the consensual behaviours and beliefs of individual members of a speech community. That is, for the selection of the language to be used, there should be direct involvement of the members of the community of that particular language.

Second, language policy has three interrelated but describable components: practices, beliefs and management. According to Spolsky, language policy closely depends on the large measure of the

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language practices to which learners are exposed. In that sense, the chosen language has to be used and practiced in the daily communication of the members of the community.

In the same line, the second important component of language policy is based on beliefs about language. Language beliefs designate a speech community's consensus on what value to apply to each of the named language varieties that makes up its repertoire. The term belief here is used to refer to the values/ expectations assigned to the varieties. That is to say, a variety that is associated with most membership groups, such as nation, education class, region, or ethnic heritage will have the highest value to be adopted as a language policy than other varieties.

The third component is language management: this term is used to refer to the formulation and proclamation of explicit plans, usually but not necessarily written in a formal document about language use. It is a constitution or a law established by a nation or state to determine some aspects of official language use as a medium of instruction or in business with government agencies. The language manager might be a legislative assembly writing a national constitution, a national legislature, making a law determining which language should be official, a state or provincial or cantonal or other local government body determining the language of signs, a special interest group seeking to influence a legislature to amend a constitution or make a new law, a law court determining what the law is or an administrator implementing (or not) a law about language, an institution or business. These together determine which languages to use, teach, publish, or provide interpreters for. This can also be a family member trying to persuade others in the family to speak a heritage language. In this case, parents' support to their children's learning a language counts as part of management. Spolsky argues that language ideology influences language practices and provides a basis for language management.

The knowledge developed from this theory helped to find out the answer and information whether the change of the language policy in Zanzibar made a direct involvement of stakeholders' attitudes. Thus, important questions to consider as developed from this theory are:

- Are the language users happy about the language and ready to learn it for their benefit?
- Is the language used practiced in a day to day communication or expected to be used for the learners' benefit?
- Does the language help the community meet the expectation?

The answers and feedback obtained from the field did not only help the researcher to go about doing the research but also help to test the theory by producing answers to the three key questions highlighted above.

METHODOLOGY

RESEARCH DESIGN

The study employed a cross-sectional research design. A cross-sectional design was important in this study as it helped in collecting a large amount of data from the study at a single point in time. This became important because the study measured language attitude in the population whose achievement largely depended on the quantitative survey (Hulley, Williams, & Wilkins, 2001). Various studies of attitude and perception have employed the cross-sectional design and yielded genuine results. For example, a study of the relationship between attitudes and motivation towards foreign language learning and academic motivation conducted by Jafar in State University in Ankara-Turkey (2016) used the design and revealed that learners who had a positive attitude towards second language learning are more likely to be academically motivated. Another study by Mckenzie, Kitikanan, and Bariboon (2016) used a cross-sectional design and yielded good results about learner's attitudes and learning of language. The significance of a cross-sectional design and the evidence coming from previous research gave the researcher confidence that the design would provide adequate and useful information. Appropriately, the study deployed a large number of respondents to inform the study as per the requirement of cross-sectional studies (Hulley, Williams, & Wilkins, 2001).

RESEARCH APPROACH

This study employed mixed approaches. However, the study was predominantly quantitative. Some qualitative aspects were employed to yield information from parents regarding their understanding of their children's expected opportunities and the support they provide. The quantitative part was covered through a survey questionnaire to seek pupils' attitudes and expected opportunities and further made the co-relational analyses of their attitudes and opportunities based on the socio-demographic factors. Both qualitative and quantitative approaches made this study more comprehensive.

RESEARCH AREA

This study was conducted in Zanzibar because Zanzibar has introduced English as a medium of instruction in upper primary education, which is not the practice in Tanzania Mainland. The study was conducted in both Unguja and Pemba. Unguja and Pemba were selected to ensure that all areas of Zanzibar were included and acquired ample information from both islands which make up Zanzibar as a whole. The research involved four districts which are Kati District, Mjini District, located in Unguja and Micheweni District and Chake Chake District found in Pemba. These four selected districts were the most suitable for the study because the nature of the study required exploration of attitudes towards learning through English, and hence it was wise to have representatives all over Zanzibar.

TARGET POPULATION

Considering the data required in this study, the target population of the study involved parents and pupils from Pemba and Unguja. Parents and pupils were chosen because they have largely been

excluded in the analysis of the challenges of teaching and learning of English language in Tanzania. Furthermore, any study about attitudes and the expected opportunities of language would considerably put learners and their parents into the analysis. Several studies were conducted on language attitude (Hosseini and Pourmandnia, 2013; Rahmadani, 2016; Channa, 2012; Ahmed, 2015; Al-Qahtan & Al Zumor, 2016; Alfauzan and Hussain, 2016; Nazari& Abdollah-Guilani, 2015) had learners as the target population. Very few studies, like Maalim (2015), Khatri (2019) and Channa (2012) had parents and teachers as their informants. This study involved parents and pupils as the target population.

SAMPLING TECHNIQUE AND SAMPLE SIZE

The term sample is a small proportion of the population selected for observation and analysis. It is also referred to by Gay, Mills, and Airasian (2006) as a small group of informants made up of individuals, items, or events selected from a large group of population. Therefore, because the targeted population of this study is heterogeneous, the study employed purposive, systematic random sampling and stratified random sampling to make the study more valid and reliable.

PURPOSIVE SAMPLING

Purposive sampling relies on the judgment of the researcher when choosing who to participate in the study based on the needs of the researcher and the characteristics of the respondents (Hickman, 2013). Purposive sampling technique was used to select four districts from Unguja and Pemba regions as well as the schools to include in the study. As such, the study picked one good performing and one poor-performing district from each region to form a total of four districts involved in the study. Thus, the four districts used in the study are defined as n_1 , n_2 , n_3 , and n_4 ; where, n_1 Kati District, n_2 Mjini District, n_3 Micheweni District, and n_4 Chake Chake District (Table 2).

All Class Six pupils in 8 schools, two from each district, one high performing and one poor performing were purposefully selected in public primary school in Zanzibar. Usually, classrooms in Zanzibar have averagely 45-50 pupils in one stream. Only one stream was selected from each school. The selection of Class Six pupils ensured the reliability of the data because they are more experienced than others and could express themselves about their attitudes, expected opportunities and challenges they encounter in their learning through English.

SYSTEMATIC RANDOM SAMPLING

Systematic Random Sampling technique was used to select parents to involve in the study. This was done to ensure that the study covers the holistic theme of the study. With this sampling, the researcher selected the respondents randomly but with a fixed periodic interval. Since both male and female parents in Zanzibar have equal rights to speak and act on the education of their children, the sampling

in this study considered the sex of the respondents to have the view of both male and female view of the study.

STRATIFIED RANDOM SAMPLING

As it is known, stratified random sampling involves the division of a population into smaller subgroups; in this study stratified random sampling was also used in the beginning to obtain the number of the households that represented the entire population of parents in Zanzibar.

In this study, the determined sample was distributed to their respective areas of the study (districts) using the proportional allocation method based on the estimated number of households in each district by applying the formula as suggested by Cochran (1977). See Equation 3.2.

$$n_h = \frac{N_h n}{N} \dots \dots \dots \text{Equation } x.x$$

Where:

n_h = required sample of parents from each study area

N_h = the total number of parents from each area

N = total number of parents from all four districts

n = total sample size of the study

Table 1: Sample Size Allocation

Sample Size Notation	District Name	Estimated Number of households
n_1	Kati	17,177
n_2	Mjini	37,438
n_3	Micheweni	26,756
n_4	ChakeChake	25,192

Source: Population and Housing Census (2012)

The proportionate sample size was calculated as follows:

$$n_1 = \frac{17,177}{312,613} \times 400 = 22 \quad n_2 = \frac{37,438}{312,613} \times 400 = 48$$

$$n_3 = \frac{26,756}{312,613} \times 400 = 34 \quad n_4 = \frac{25,912}{312,613} \times 400 = 32$$

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Table 2: District Sample Size Allocation

District Name	Sample size
Kati	22
Mjini	48
Micheweni	34
ChakeChake	32

Source: Sample size calculation

The researcher randomly chose households in the respective districts. Only the households with the parents of Standard Five and Six pupils were selected. The following selection was done for this study: in Kati District, out of 40, 2 *Shehias* were selected. In Mjini District, out of 45 *Shehias*, 4 were selected. In Micheweni District, out of 27 *Shehias*, 3 were selected. And finally, in Chake Chake District, out of 27 *Shehias*, 3 were selected. More precisely, in every *Shehia*, the researcher selected respondents based on the sample size and data collection instrument used.

SAMPLE SIZE

In this study, Standard Six pupils from eight schools participated as respondents. The selection of Standard Six pupils was influenced by the fact that they have one year of experience in learning through English; so they were expected to be more linguistically developed compared to Standard Five. This helped to make the study more active and reliable. Also, 136 parents were involved in the study, 112 participated in the questionnaire and 24 in the interviews.

DATA COLLECTION METHODS

Data were obtained through the following data collection methods:

Questionnaires

Two questionnaires were used in this study. The first questionnaire was administered to Standard Six pupils of eight sampled public primary schools. The questionnaire had 116 questions on attitudes and expected opportunities and parents' support. The questionnaire used was a Kiswahili version of Standardised Attitude/Motivation Test Battery adapted from Gardner (2004). Gardner designed the questionnaire for the students studying English as a foreign language. The questionnaire has been used in different research works conducted in various countries, including Brazil, Croatia, Japan, Poland, Romania and Spain. As it was explained by Ali (2020) and Maalim (2015), there is a weak command of English language among primary school students in Zanzibar. Therefore, the researcher deliberately translated the questionnaire from English into Kiswahili for the pupils to fully understand and respond to all the questions. This was distributed to all pupils of Standard Six in the selected schools.

Another questionnaire was also distributed to 112 parents. This questionnaire comprised six questions that match those which were used in interviews. It was distributed to parents from both Unguja and Pemba, i.e. in every *Shehia* with the help of two trained research assistants. This method helped the researcher to get information about the range of opinions and ideas on parents' understanding and how they support their children in the expected opportunities of English, which is as a medium of instruction in Zanzibar primary schools. The following table shows the names of the *Shehia* and the number of the parents involved in every *Shehia*. The number was approximately divided by two to obtain a fixed number of parents for the distribution of the questionnaire.

Table3: The Number of Parent Participants who Responded to the Questionnaire

District Names	Shehias	Parents
ChakeChake	Mkoroshoni	9
	Wawi	9
	Kichungwani	8
Micheweni	Konde	9
	Micheweni	9
	Mjiniwingwi	10
Kati	Chwaka	8
	Tunguu	8
Mjini	Mkunazini	10
	Mwembemakumbi	10
	Muongano	11
	Kilimani	11
Total		112

INTERVIEWS

Face-to-face interviews were conducted with 24 parents. 12 parents were sampled from Pemba and 12 from Unguja. One interview session was conducted in every *Shehia*. the researcher used unstructured interviews because it ensures greater freedom of questions; it also allows flexibility on the part of the interviewer during the interview process, the researcher may have a chance to change or to add questions to the respondent when necessary to get more accurate information from the respondents and make clarification of questions and other issues where needed. The following table shows the names of the *Shehias* and the number of the people interviewed in every *Shehia*:

Table 4: The Distribution of Interviews Conducted in Shehia

District Names	Shehias	Parents
ChakeChake	Mkoroshoni	2
	Wawi	2
	Kichungwani	2
Micheweni	Konde	2

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	Micheweni	2
	Mjiniwingwi	2
Kati	Chwaka	2
	Tunguu	2
Mjini	Mkunazini	2
	Mwembemakumbi	2
	Muungano	2
	Kilimani	2
Total		24

DATA ANALYSIS PROCEDURES

Data analysis is a very important step in finding the solution to the problem as it involves the process, such as editing, coding, classification, and tabulation of the collected data (Kothari, 2004). Since the study is based on the mixed method of qualitative and quantitative data analysis, there were several procedures involved for the analysis of both qualitative and quantitative data generated.

For the quantitative data, descriptive and inferential statistics were used in the analysis. Descriptive statistics were used to measure the percentage of the parts of content and answers. On the other side, the data obtained from pupils and parents were analysed qualitatively.

For inferential statistics, the teaching and learning of English language was treated as a dependent variable. Attitude and the expected opportunities were treated as independent variables. Thereafter, the logistic regression analysis model was established to explore, the attitudes of pupils and the understanding of parents and how they support their children to learn English and expected opportunities of using English as a medium of instruction for objectives one, two and three respectively.

On the other hand, qualitative data were obtained through the parents' interviews and questionnaires. The data were analysed qualitatively about the contents. That is, the responses from parents were recorded, filled in the questionnaire and later on analysed in quotation and used in the discussion when writing the report.

MEASUREMENT OF VARIABLES

The study on pupils' attitudes, expectations, and parents' support for learning English in Zanzibar had three independent variables: these are attitudes, parents' supports and expectations. In measuring these variables, Likert scale questions were used in the pupils' questionnaire and the following are their descriptions of how the variables were measured:

To explore the relationship between parent supports and pupils' attitudes towards English in Zanzibar, items **2, 22, 43, 48, 57, 66, 86, and 103**, were used in the pupils' questionnaire. A simple binary regression analysis was employed.

On the side of expectations and attitudes, Pearson's correlation analysis model was employed to establish the linear relationship of variables with pupil's expectations and attitudes. Findings indicates significant linear relationship between variables and expectation ($P < 0.05$), whereas, age ($r = -0.123$, $P = 0.014$) has negative linear relationship with student expectation, parent support ($r = 0.732$, $P < 0.001$), Students attitude ($r = 0.549$, $P < 0.001$) show strong linear relationship with expectation, Age has negative linear relationship with students attitude ($r = -0.0104$, $P = 0.04$).

In establishing pupils' expectations alone, the analysis was based on items **7, 8, 15, 17, 28, 35, 59, 72, 79** from pupils' questionnaire; variable principal component analysis was employed in which items from the checklist. Likert scale questions were extracted into different components. Those variables that had more representatives are rotated into the first component and the average mean was computed to establish pupils' expectation for the continuous variable. Then, the average of the expectation for the continuous variable was also computed and used for categorization for the below mean (Low expectation) and above mean (High expectation).

VALIDITY

The validity of this study was ensured by using a standardized test tool known as Attitude/Motivation Test Battery for Class Six pupils which was developed by Gardner (2004). This tool has so far been used in so many countries in the world, such as Brazil, Croatia, Japan, Poland, Romania, and Spain in research projects which deal with attitudes and opportunities. Thus, the use of this tool guaranteed the validity of this study.

RELIABILITY

For the case of reliability, the researcher looked for the correct respondents of the study such as parents and pupils. This selection of a large sample is also meant to ensure reliability. Also, the interrogation was done in Kiswahili, the respondents' native language and the answers were translated and analysed and reported in English. This was done to make sure that the respondents fully understood the questions and provided reliable information. Also, the selection of Standard Six aimed at ensuring the reliability of the data.

Furthermore, in the report, the researcher depended only on the data generated from the field to ensure that the study produced reliable results in case other people would conduct the same study. The validity and reliability were ensured through the use of multiple methods of data collection and when consulting with more than one informant.

ETHICAL CONSIDERATIONS

When conducting this study, the research ethics were noted quite well. The researcher asked permission from the responsible authorities. These included the Revolutionary Government of Zanzibar through authoritative bodies to conduct this research in Zanzibar, such as the office of the Second Vice President, the office of Government Statistician, the Ministry of Education and District Commissioners Offices from all respective districts in both Unguja and Pemba. Also, to ensure that the cultural norms of Zanzibar were not violated, the researcher looked for a signed consent of local leaders (*Shehas*) and the heads of the families in the areas where the targeted households and schools are located to enable the researcher to have maximum interaction with the respondents and avoid the issue of jealousy and unfair treatment of the researcher. In the selected schools, the researcher again requested permission from the heads of the schools before involving pupils in the study.

Furthermore, before the study, the researcher updated the participants with a short description of the nature, purpose as well as the kind of information the researcher is looking for in the study and requested the participants' consent of their involvement in the study and met them at an agreed-upon location.

RESEARCH RESULTS

Parents' Expectations and Support Affect Pupils' Attitudes and Expectations towards English in Zanzibar Primary Schools

PUPILS' ATTITUDE VS. SUPPORT RECEIVED FROM PARENTS

Several questions were asked through interviews and the questionnaire designed for parents to know the support they provide for their children to learn English. The findings of the study revealed that, even though parents in Zanzibar were not consulted in developing the new language policy, they had a positive attitude towards the use of English in Zanzibar public primary school and supported their children to learn the language.

Also, pupils were asked questions (question number **2, 22, 43, 48, 57, 66, 86, and 103**) to look for the parents' support towards English. For example, questions like 'My parents try to help me to learn English, **or** my parents encourage me to practice my English as much as possible.' These questions were involved and the pupils who had agreed to get support from their parents were termed as adequate support whereas those who did not get any support were termed as inadequate support.

Table5: Parents support

Parents support					
Adequate support	130(75.1%)	43(24.9%)	173	146.92	<0.001
Inadequate support	34(15.0%)	193(85.0%)	227		

The analysis revealed that a majority of parents supported their children to learn through English, for example, interviews and questionnaires showed various kinds of support from the parents to the pupils. The following answers were given by parents:

Tunamsaidia mtoto wetu kujifunza kiingereza kwa kumsaidia katika kazi zake za shuleni. Kumsaidia kwa kumsomesha vitabu vya hadithi vya kiingereza ili kuweza kufahamu kusoma, kuandika na kuzungumza. [We help our child doing his school homework. Helping by teaching English storybooks he can understand reading, writing and speaking] **Source:** (Interview respondent 7- Uguja, 2021).

Another one said,

Ninapokua nyumbani ninamsaidia mtoto wangu hujifunza kiingereza kwa kumpatia vitabu mbali mbali vya story, kumtafutia mwalimu wa ziada wa kiingereza na pia kumuhamasisha kufanya mazoez ya kuzungumza anapokua nyumbani. [When I am at home I help my child to learn English by giving various storybooks, seeking for them extra class English teacher, motivating doing practice when she is at home.] **Source:** (Interview respondent 8- Pemba, 2021)

Another parent said,

Ninapokua nyumbani ninamsaidia mtoto wangu kujifunza kiingereza kwa kumpatia vitabu mbali mbali vya story, kumtafutia mwalimu wa ziada wa kiingereza na pia kumuhamasisha kufanya mazoez ya kuzungumza anapokua nyumbani. [When I am at home I help my child to learn English by giving various storybooks, seeking for them extra class English teacher, motivating doing practice when she is at home.] **Source:** (Interview respondent 9- Uguja, 2021)

The other parent also added,

Nikiwa nyumbani ninampa baadhi ya maneno zaid ya kumi na mbili, ninayatafsiri kwa Kiswahili na yeye anayaandika kwenye buku lake. [When I am at home give my child more than 12 new words and I translate them into English and he writes them in his books.] **Source:** (Interview respondent 10- Pemba, 2021)

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Conclusively, the analysis of the parents' answers shows a lot of the support given to the children. Such support is like teaching tenses, reading English books with them, finding other teachers to help them, teaching specific vocabulary, buying English books for them and speaking with them in English.

When exploring the relationship between parent supports to the pupils towards English in Zanzibar, a simple binary regression analysis was employed. The findings show that there is a positive significant association between parents' support and students' attitude ($P < 0.001$) signifying that students who receive adequate support from their parents have 4.82 times high positive attitude compared to those receiving inadequate support (table below). Also, the students' expectation towards English is affected by parents' support, whereas there is a negative significant association between parent support and parents' expectation ($P < 0.001$) and students with the support of their parents were 94.2% less likely to have positive expectations as compared to those with inadequate parent support (Table 6).

Table 6: Simple Binary Logistic Regression for assessing the Effect of Parents Support on Pupils Attitudes

Variables	P-value	Odd Ratio(OR)	95% CI	
			Lower	Upper
Parents support				
Inadequate parents support				
Adequate parents support	1.573	.<001	4.820	2.782 8.351

Pearson correlation analysis was employed to establish the linear relationship of variables with student's expectations and attitudes. Findings indicates significant linear relationship between variables and expectation ($P < 0.05$), whereas, age ($r = -0.123$, $P = 0.014$) has negative linear relationship with student expectation, parent support ($r = 0.732$, $P < 0.001$), Students attitude ($r = 0.549$, $P < 0.001$) show strong linear relationship with expectation, Age has negative linear relationship with students attitude ($r = -0.0104$, $P = 0.04$).

Table7: Simple Binary Logistic Regression to Assess the Effects of Parents Support on Students Expectation

Variables	B	P-value	Odd Ratio(OR)	95% CI	
				Lower	Upper
Parents support					
Inadequate parents support					
Adequate parents support	-2.843	.<001	.058	.035	.096

PARENTS SUPPORT VS. AREA OF RESIDENCE

However, parents' support varies tremendously based on the area of residence. Parents from Unguja give more support to the children than parents from Pemba. Moreover, Parents from Kusini Unguja (67.3%) give more support than those from Mjini Magharib. Similarly, parents from Kaskazini Pemba

(39.8%) give more support to their children as compared to the parents from Kusini Pemba. The reasons here maybe the parents from From Kusini and Kaskazini regions are have recently experienced the development of tourism sector, hence they have enough exposure to the opportunities of English Language.

Table8: Parents Support vs. Area of Residence

Region name					
Kusini Unguja	66(67.3%)	32(32.7%)	98	40.60	<0.001
Mjini Magharibi	31(30.1%)	72(69.9%)	103		
Kaskazini Pemba	39(39.8%)	59(60.2%)	98		
Kusini Pemba	28(27.7%)	73(72.3%)	101		

PARENTS SUPPORT VS. OCCUPATION

The study shows that pupils whose parents are employed get more support than those who are not employed.

Table9: Parents Support vs. Occupation

Father occupation					
Employed	101(41.9%)	140(58.1%)	241	0.21	0.65
Non employed	63(39.6%)	96(60.4%)	159		
Mother occupation					
Employed	107(42.5%)	145(57.5%)	252	0.60	0.44
Non employed	57(38.5%)	91(61.5%)	148		

DISCUSSIONS

The finding of the study revealed many issues to be discussed in the aspect of the parents' support in Zanzibar. The support of the parents differed depending on various variables such as parents' support against areas of residence and parents' support against their occupation. These supports were basically termed as adequate support or inadequate support. Those children who are fully supported by their parents in English language learning were referred to as adequate support, while the ones who do not get any support from their parents are referred as inadequate support. Generally, the findings show that in Zanzibar the vast majority of parents support their children in learning English, especially those parents who are employed. This suggests that many people in Zanzibar are aware of the importance and opportunities of learning though English right from primary schools.

However, the issue of parents' support in the second language learning is not a topic of discussion in Zanzibar alone, researches on parent involvement suggest clearly that the home has at least as much influence on student learning and behaviour as do the teacher and the school (Greenwood & Hickman, 1991; Gardner, 1968). Since parents are of primary importance in language learning, it always seemed

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crucial to determine how parents support their children to acquire the language. Therefore, various studies have been conducted in the topic;

For example, Gardner (1968) referred to parents' supports as being either Active Role or Passive Role of the parents. By the active role means the parent actively and consciously encourages the student to learn the language by monitoring the child's language-learning performance and attempts to promote success. That is, the parent watches over the child and makes sure he does his homework, encourages him to do well, and in general reinforces his successes. The findings of this study are in harmony with what Gardner said. For example, the result of the parents' questionnaire revealed various support of parents for their children in learning English in Zanzibar

On the other hand, the passive role is based on the attitudes of the parent toward the community whose language the child is learning. These attitudes are important because they influence the child's attitudes and motivate the child to acquire the second language (Gardner, 1968). Although the study at hand did not focus on the language attitude of the parents and its effect on children's learning of the language, the interviews and questionnaire reveal a lot of the passive role of the parents for their children's expectation of learning English in Zanzibar. This implies that parents have a positive outlook with the English-speaking communities. It might be because of the growth of tourism sector in Zanzibar whereby parents and the whole community of Zanzibar benefit a lot from it. Hence, although the new policy did not consult stakeholders' views, it is worth saying that the attitude towards English in Zanzibar is positive because of the parents' adequate support.

CONCLUSION

With respect to the results obtained in this study, it is concluded that parents' support affects pupils' attitudes towards English in Zanzibar. As a result of receiving support from parents, majority of pupils seemed to have a positive attitude while the rest of the pupils who are not receiving any kind of support seemed to be pessimistic with English language. The study revealed various kinds of support given to their children from their parents such as teaching them, looking for extra teaching, practicing the language with them, just to mention, but a few. In addition, the responses from pupils also depicted that most of the students agreed to get support by their parents about language learning.

Since the study revealed great support and high expectations among the parents towards their children's attitudes in English Language, the researcher of this study recommends the following:

- Firstly, the researcher would like to recommend that the government should make sure that all stakeholders are fully involved in the making of the new language policy as suggested by Spolsky (2014). This is due to the fact that the study revealed there was not a single parent and pupil involved in the new language policy in Zanzibar

- Secondly, policy makers should make sure that there are well-trained professional teachers before introducing any new language policy so as to avoid ineffectiveness of teaching and learning. For example, the study at hand shows positive attitude towards English among the pupils, while other studies show poor English performance among the teachers associated with their negative attitude (Maalim, 2015; Abdullah, 2020) page number.
- Thirdly, the researcher would like to recommend teachers of Zanzibar primary school to support the positive attitude of the pupils by teaching them effectively and exposing them to the real language environment.

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